

# POST

T R A I N I N G



## public safety dispatcher basic course

### training specifications



POST.BTB.2002-01

**TRAINING SPECIFICATIONS FOR THE  
PUBLIC SAFETY DISPATCHERS'  
BASIC COURSE**

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

TRAINING SPECIFICATIONS FOR THE  
PUBLIC SAFETY DISPATCHERS' BASIC COURSE

2002

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## FOREWORD

The purpose of the *Training Specifications for the Public Safety Dispatchers' Basic Course* is to provide a standardized curriculum to guide law enforcement agencies and POST-certified presenters in the initial orientation and training of newly selected public safety dispatchers. The increasing complexity of the role and functions of the public safety dispatcher and the advancement of communication technology require that the instructional content and teaching methodologies in the Public Safety Dispatchers' Basic Course be routinely updated. Effective initial training is critical if our public safety dispatchers are to acquire the necessary knowledge, skills, and abilities to provide quality service to the public and our law enforcement agencies.

The goals of the Public Safety Dispatchers' Basic Course are:

1. To provide an understanding of the basic roles, responsibilities, and duties of the public safety dispatcher within the law enforcement agency;
2. To provide standardized training to all newly appointed public safety dispatchers and prepare them for the practical application of learned information; and,
3. To introduce the skills and knowledge necessary to work in a law enforcement communications center in a productive and professional manner.

The objective of this document is to identify the learning needs, learning objectives, instructional activities, tests, and instructional hour standards that comprise the required content of the Public Safety Dispatchers' Basic Course.

The Commission sincerely appreciates the valuable contributions made by the Public Safety Dispatcher Ad Hoc Committee in the preparation of these training specifications. Questions regarding this document should be directed to the Basic Training Bureau at (916) 227-4252.



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CONTENT AND MINIMUM HOURLY REQUIREMENTS  
FOR THE PUBLIC SAFETY DISPATCHERS' BASIC COURSE

Domain Number	Domain Description	Minimum Hours
100	Professional Orientation and Ethics	8
101	Criminal Justice System	4
102	Introduction to Law	12
103	Workplace Communication	4
104	Telephone Technology and Procedures	14
105	Missing Persons	2
106	Domestic Violence	4
107	Community Policing/Cultural Diversity/Hate Crimes/Gang Awareness	12
108	Child, Elder and Dependent Adult Abuse	4
109	Law Enforcement Telecommunications	6
110	Radio Technology and Procedures	12
111	Resources/Referral Services	2
112	Critical Incidents	16
113	Wellness Management	4
	Minimum Instructional Hours	104
	Presenter Activities/Exercises/Tests	16
	<b>Total Minimum Required Hours</b>	<b>120</b>

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #100 PROFESSIONAL ORIENTATION AND ETHICS**

**July 1, 2002**

#### **I. LEARNING NEED**

Becoming a public safety dispatcher means choosing dispatching not only as a career, but as a moral commitment to maintain public trust. Public safety dispatchers must understand their role and responsibilities, understand the operation of the Communications Center, and act with a high degree of professionalism and ethics.

#### **II. LEARNING OBJECTIVES**

- A. Functions of the public safety dispatcher within the public safety system, including:
  - 1. First point of public safety contact
  - 2. Allocation of resources
  - 3. Serving as a liaison
- B. Functions of the communication center
- C. Professional demeanor and ethical behavior, including:
  - 1. Impact of conduct (e.g., hostile work environment)
  - 2. Sexual harassment
  - 3. Ethical dilemmas
  - 4. Personal and professional values (e.g., work ethics)
  - 5. Agency values and expectations
- D. Developing a community service attitude
- E. Communicating effectively with the public, co-workers, field personnel and supervisors

- F. Work flow in the communications center, including:
  - 1. Various sources of calls
  - 2. Types of calls and incidents commonly received
  - 3. Evaluation, routing and referral of calls
  - 4. Type/level of response
  - 5. Documentation
- G. Chain of command and organizational structures
- H. Agency policies and procedures impacting communications center operations, training and personnel
- I. Career development and opportunities, including:
  - 1. Tactical Dispatcher
  - 2. Hostage Negotiator
  - 3. Communications Training Officer (CTO)
  - 4. Community Services Officer (CSO)
  - 5. Peer counseling
  - 6. Promotions
  - 7. Incident Dispatcher
  - 8. Instructor

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the student's understanding of the importance of flexibility in their role as a public safety dispatcher. The activity should provide the student with an opportunity to examine their personal values and ethics, and minimally provide the student with the opportunity to:

1. Confront alternative value systems
2. Explore ethical differences
3. Confront moral dilemmas
4. Participate in a variety of ethical decision-making situations

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on professional orientation.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #101**  
**CRIMINAL JUSTICE SYSTEM**  
**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need to understand the criminal justice system and their role within that system.

**II. LEARNING OBJECTIVES**

**A. Functions of law enforcement in the criminal justice system, including:**

1. Local
2. State
3. Federal

**B. Corrections, including:**

1. City/county jail
2. State/federal prison
3. Parole
4. Probation

**C. Public safety dispatcher's role in the criminal justice system, including:**

1. First point of contact
  - a. Questioning/developing probable cause
  - b. Documentation
2. Courtroom preparation and testimony

**D. Impact of the public safety dispatcher's actions on the outcome of a case, including:**

1. Errors, omissions, and negligence

- a. Inappropriate and/or untimely computer messages
  - b. Inappropriate and/or untimely telephone messages
  - c. Inappropriate, incomplete, and/or inaccurate radio transmissions
- 2. Incomplete information gathering techniques
  - 3. Thorough documentation techniques

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the impact of the public safety dispatcher's actions in the outcome of a case.

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on the criminal justice system.

### VI. ORIGINATION DATE

November 1, 1994

### VII. REVISION DATES

January 1, 1999

July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #102**  
**INTRODUCTION TO LAW**  
**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of the law.

**II. LEARNING OBJECTIVES**

- A. Definition of a crime
- B. Types of crimes
- C. Corpus delicti; elements of selected crimes
- D. Probable cause
- E. Concepts of evidence
- F. Confidentiality of communications information/privileged information
- G. Obligation to release “public information”
- H. Civil liability and criminal negligence
- I. Codified law
- J. Case law
- K. Evidentiary value of communications data
- L. Parties to a crime, including:
  - 1. Principals
  - 2. Accessories
  - 3. Accomplices
- M. Court orders

- N. Local ordinances
- O. Criminal and civil law
- P. Statutory law vs. case law
- Q. Spirit of the Law vs. Letter of the Law
- R. Criminal intent vs. criminal negligence

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the student's understanding of the elements of various crimes.

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** on introduction to law.

### VI. ORIGINATION DATE

November 1, 1994

### VII. REVISION DATES

January 1, 1999

July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #103**  
**WORKPLACE COMMUNICATION**  
**July 1, 2002**

I. LEARNING NEED

In order to effectively carry out their responsibilities, public safety dispatchers need to know how to effectively communicate with co-workers, field units and allied agencies.

II. LEARNING OBJECTIVES

A. Reasons for developing positive workplace communication skills, including:

1. Career satisfaction and success
2. Better personal and professional relationships
3. Improved personal health
4. Professional and personal liability

B. The communication process, including:

1. Sender and receiver of messages (*who*)
2. Verbal and nonverbal sources of communication (*how; through what means*)
3. Message (*what*)
4. Noise (*distractions on sender's or receiver's end*)
5. Filters messages travel through (*sender and receiver*)
6. Feedback (*what did receiver convey back*)
7. Context of the communication (*anger, frustration, fear, etc.*)

C. Elements of communication, including:

1. Content

2. Nonverbal
    - a. Appearance
    - b. Body language
    - c. Proxemics
  3. Voice
- D. Professional conduct, including:
1. Civil behavior
  2. Courtesy
  3. Voice tone
  4. Word selection
  5. Body language
  6. Dealing with work related stress
- E. Promoting safe workplace environment, free from:
1. Discrimination and harassment
  2. Occupational hazards
  3. Emotional/psychological hazards
  4. Verbal misconduct (e.g., profanity, gossip)
- F. Tolerance, including:
1. Valuing diversity
  2. Perception
  3. Workplace environment
  4. Treating others how you want to be treated
- G. Unacceptable behavior, including:

1. Failure to listen/ignoring
  2. Rude behavior (e.g., shouting, threatening, arguing)
  3. Use of profanity and/or slurs
- H. Effects of nonverbal signals during communications occurring:
1. In person
  2. Over the phone
  3. Over the radio
- I. Communication styles, including:
1. Flexible
  2. Attentive
  3. Friendly
  4. Precise
  5. Dominant
  6. Relaxed
  7. Argumentative
- J. Deflecting verbal abuse, including:
1. Verbal deflection
  2. Refocus/redirection
  3. Advantages
- K. Active listening, including:
1. Definition and purpose
  2. Techniques of active listening
  3. Keys to promote active listening

L. Listening obstacles, including:

1. One upmanship
2. Waiting to talk
3. Offering advice
4. Jumping to conclusions
5. Interrupting
6. Making judgments

M. Definition and purpose of feedback and disclosure

N. Relationship between feedback and disclosure

O. Techniques of feedback and disclosure

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the student's understanding of the importance of developing and maintaining positive workplace communications.

V. HOURLY REQUIREMENTS

Student shall be provided with a minimum of **4 hours** of instruction on workplace communication.

VI. ORIGINATION DATE

July 1, 2002

VII. REVISION DATES

None

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #104**  
**TELEPHONE TECHNOLOGY AND PROCEDURES**  
**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need to understand and have a working knowledge of how to appropriately process, prioritize and collect the necessary information from calls for service.

**II. LEARNING OBJECTIVES**

- A. Interview techniques to obtain information from victims, witnesses, or personnel from other agencies
- B. Techniques for calming a caller in crisis
- C. Receiving and handling callers, including:
  - 1. Crank
  - 2. Nuisance
  - 3. TDD/TTY
  - 4. Non-English speaking callers
  - 5. Witnesses
  - 6. Victims
  - 7. Suspects
  - 8. Anonymous/informant
- D. Techniques to effectively communicate with a person who is:
  - 1. Abrasive
  - 2. Frightened
  - 3. Hysterical
  - 4. Hurried

5. Politically demanding
  6. Intoxicated
  7. Very young or very old
  8. Rambling
  9. Foreign
  10. Hostile or unapproachable
- E. Processing duplicate phone calls for assistance
- F. Obtaining pertinent information using primary and secondary questions for the following incidents:
1. Crime incidents
  2. Traffic incidents
  3. Medical incidents
  4. Fire incidents
  5. HazMat incidents
  6. Evacuations
- G. Routing calls for service and information to allied agencies
- H. Relaying incident information to radio dispatcher in a timely manner
- I. Initiating telephone number trace including Manual ALI
- J. Explaining department procedures/policies, and legal procedures to the public
- K. Monitoring and responding to alarm systems, including:
1. Residential/commercial security systems
  2. Medical alarms
  3. Fire alarms

4. Alarms monitored by Communications
- L. Criteria to classify and prioritize multiple calls and requests for service (e.g., life-threatening, in-progress, property, “cold” response)
- M. Procedures, guidelines and liability issues for advising citizens of actions to take under the following emergency and non-emergency circumstances:
  1. Crime incidents
  2. Traffic incidents
  3. Medical incidents
  4. Fire incidents
  5. HazMat incidents
  6. Evacuations
- N. Purpose and appropriate use of the phonetic alphabet
- O. Detecting and interpreting background voices and noises heard over the telephone (e.g., gunshots, screaming, environmental sounds)
- P. Effective communication skills, including:
  1. Clear voice projection
  2. Good diction
  3. Proper modulation
  4. Active listening
- Q. Conveying clear and accurate directions and instructions on the telephone (e.g., building exit instructions)
- R. Audio recorders
- S. The 9-1-1 system
  1. Calls received from Centrex and PBX systems
  2. Automatic Number Identification (ANI)

3. Automatic Location Identification (ALI)
  4. 9-1-1 printer or PC
  5. Public Safety Answering Points (PSAP)
    - a. Alternate answering point
    - b. Secondary PSAP
  6. Completing ALI routing sheet (9-1-1 distribution correction form)
    - a. Master Street Address Guide (MSAG)
    - b. Emergency Service Number (ESN)
  7. Legal requirements for answering and transferring 9-1-1 calls
  8. Reporting 9-1-1 equipment problems
  9. Cellular 9-1-1 calls
  10. Secondary seven digit number
  11. Alternative numbers (e.g., 3-1-1)
- T. Other telephone technology utilized in a public safety dispatch center (e.g., intelligent work stations and voice activated alarms)

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

- A. The student will participate in an instructional activity that will reinforce the student's understanding of the components of effective interviews, including:
1. Active listening techniques
  2. Gathering information to determine the nature of the caller's problem

3. Methods and techniques of interviewing that maintain control, elicit cooperation, and reflect confidence, empathy and concern
- B. Given a work simulation activity, the student will receive a telephone complaint regarding at least four of the following:
1. Crime in progress
  2. Alarm call
  3. Domestic violence/family disturbance
  4. Fire incident
  5. Medical incident
  6. Traffic incident
  7. Missing persons

The student will gather relevant information, maintain control of the conversation, communicate clearly with the caller, verify details with the caller and relay the information to the radio dispatcher in a timely and logical manner.

#### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **14 hours** of instruction on telephone technology and procedures.

#### VI. ORIGINATION DATE

November 1, 1994

#### VII. REVISION DATES

January 1, 1999  
July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #105**  
**MISSING PERSONS**  
**July 1, 2002**

**I. LEARNING NEED**

In order for public safety dispatchers to fulfill their responsibilities, dispatchers need to understand and have a working knowledge of the laws governing the receipt and handling of missing person reports.

**II. LEARNING OBJECTIVES**

- A. Background and legislative intent underlying missing person laws and regulations, missing person definitions and related Penal Code statutes
- B. Types of missing persons, including:
  - 1. At-risk categories
    - a. Under age as defined by law
    - b. Victim of foul play
    - c. Victim of abduction
    - d. In need of medical attention
    - e. Mentally disabled
    - f. Never been missing before, or missing with questionable circumstances
  - 2. Involuntary missing
    - a. Elder/dependent adult
    - b. Catastrophic missing
    - c. Lost
    - d. Stranger abduction
  - 3. Parental/family abduction

4. Child
  5. Runaway
  6. Unknown missing
    - a. Suspicious circumstances
    - b. Voluntary missing adult
- C. Statutory requirements associated with law enforcement's response, including:
1. Accepting or assisting the reporting party, regardless of jurisdiction
  2. Prioritizing the response
  3. Initiating an investigation
  4. Complying with Department of Justice requirements for obtaining dental/medical records and photographs
  5. Notifying involved agencies
  6. Entering and updating required databases
- D. Critical call taking and dispatcher responsibilities and requirements, including:
1. Empathy and compassion
  2. Information needed to assist initial response action
    - a. Name, age, and description
    - b. Family and social environment
    - c. Missing person's knowledge of the area
    - d. Suspicious circumstances
    - e. Mental, emotional, medical, or physical condition
    - f. Weather/time of day

- g. Resources available to missing person
  - h. Length of time person has been missing
  - i. Parental custody status
- 3. Classifying missing person situations
- 4. Accurate and timely “Be on the Lookout” information
- 5. Actions required when a missing person is located
- E. Role of officers and missing person investigators, including:
  - 1. Reasons for making a thorough search
  - 2. Resources and investigative tools
    - a. TRAK alerts
    - b. Media
    - c. Search dogs and volunteer groups
    - d. Boats, helicopters, specialized equipment

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in a written or verbal exercise in which the student must demonstrate the ability to accurately handle reports of missing persons.

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on missing persons.

### VI. ORIGINATION DATE

November 1, 1994

## VII. REVISION DATES

January 1, 1999

July 1, 2002

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #106**

#### **DOMESTIC VIOLENCE**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of domestic violence laws, problems, legal definitions/terminology, and law enforcement's role and responsibility to intervene, investigate and resolve domestic violence calls.

#### **II. LEARNING OBJECTIVES**

- A. Provisions of the Penal Code which relate to domestic violence
- B. Domestic violence legal definitions and terminology, including:
  - 1. Domestic violence
  - 2. Abuse
  - 3. Cohabitant
  - 4. Family violence
  - 5. Primary aggressor
- C. Law enforcement's responsibility in responding to a report of domestic violence
- D. The role of the public safety dispatcher in domestic violence calls
- E. Referral agencies and resources
- F. An overview of the domestic violence problem in California including local statistics
- G. The historical background of domestic violence laws including the legislative intent
- H. The nature and extent of domestic violence
- I. The legal rights and remedies available to victims of domestic violence

- J. Tenancy issues and domestic violence
- K. The impact that law enforcement intervention in domestic violence incidents may have on children
- L. Emergency assistance to victims and how to assist victims in pursuing criminal justice options
- M. Importance of call taking procedures in relation to the Public Safety Dispatcher's courtroom testimony in domestic violence cases, including:
  - 1. Effective questioning
  - 2. Proper documentation

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that reinforces the student's ability to accurately process domestic violence situations.

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on domestic violence.

### VI. ORIGINATION DATE

November 1, 1994

### VII. REVISION DATES

January 1, 1999

July 1, 2002

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #107 COMMUNITY POLICING/CULTURAL DIVERSITY/ HATE CRIMES/GANG AWARENESS July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge and understanding of community policing, cultural diversity, hate crimes and gangs.

#### **II. LEARNING OBJECTIVES**

- A. History and definition of community policing
- B. Benefits of community policing to organization, community and employee
- C. Role of the public safety dispatcher in community policing
- D. Customer service, including:
  - 1. Police related referrals (e.g., 9-1-1 for Kids; Neighborhood Watch, etc.)
  - 2. Non-police related referrals (e.g., Public Works, civil issues, etc.)
- E. Culture and cultural diversity defined
- F. Changing terminology associated with diversity, ethnicity, and human relations
- G. Past, present, and future cultural composition of California
- H. Impact of the changing cultural composition of California on the delivery of law enforcement
- I. Professional, personal, and organizational benefits of valuing diversity within the community and law enforcement organizations
- J. Definitions of and differences between:
  - 1. Prejudice
  - 2. Discrimination

- K. Stereotype defined
  - L. Dangers of relying on stereotypes to form judgments or to base actions
  - M. Possible barriers to cross-cultural communications, including:
    - 1. Cultural perceptions of law enforcement
    - 2. Law enforcement's perception of cultural groups
  - N. Strategies for effective communication within a diverse community, including:
    - 1. Verbal communication
    - 2. Active listening
    - 3. Nonverbal communication
  - O. Cross cultural behaviors during telephone contacts with members of a community
  - P. Penal Code definition of a hate crime versus a hate incident
  - Q. Elements of a hate crime
  - R. Legal rights and remedies available to victims of hate crimes based on federal law and civil code
  - S. Identifying characteristics and crime trends associated with criminal gangs
  - T. Methods gang members often use to communicate information and identities with one another, including:
    - 1. Graffiti
    - 2. Tattoos
    - 3. Other types of communication (e.g., jargon, signs, symbols, etc.)
  - U. Dispatcher's role in enhancing officer safety on gang-related calls
- III. REQUIRED TESTS

None

#### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will be afforded the opportunity to conduct a self assessment to determine their own level of cultural sensitivity and experience in interrelating with culture groups.

1. The instructional activity should provide the student with an opportunity to determine their current level of experience in dealing with culture groups.
2. The instructional activity should also serve as a starting point for an instructor-facilitated classroom discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with culture groups.

Discussion may include, but is not limited to, cultural stereotypes, ethnophobia, homophobia, xenophobia, gender bias, and media impact on cultural perceptions.

#### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on community policing, cultural diversity, hate crimes and gang awareness.

#### VI. ORIGINATION DATE

November 1, 1994

#### VII. REVISIONS DATES

January 1, 1994

July 1, 2002

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #108 CHILD, ELDER AND DEPENDENT ADULT ABUSE**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic understanding of the types of child, elder and dependent adult abuse, related laws, and the available resources, services and facilities for victims.

#### **II. LEARNING OBJECTIVES**

- A. An overview of child abuse
- B. Types of child abuse, including:
  - 1. Neglect
  - 2. Sexual abuse
  - 3. Physical abuse
- C. Laws related to child abuse
- D. Crimes associated with the abuse of children
- E. Resources, services and facilities available to victims of child abuse
- F. An overview of elder/dependent adult abuse
- G. Types of elder/dependent adult abuse, including:
  - 1. Physical
  - 2. Emotional
  - 3. Sexual
  - 4. Fiduciary
- H. Laws related to elder/dependent adult abuse
- I. Crimes associated with the abuse of elders and dependent adults

- J. Resources, services and facilities available to victims of elder/dependent adult abuse

III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on child, elder and dependent adult abuse.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #109 LAW ENFORCEMENT TELECOMMUNICATIONS**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a working knowledge of the various telecommunication systems and the requirements and procedures for making inquiries into each of the systems.

#### **II. LEARNING OBJECTIVES**

- A. Information available, procedures for making inquiry into and the capability of cross referencing information obtained within the following systems:
  - 1. California Law Enforcement Telecommunications System (CLETS)
  - 2. Criminal Justice Information System (CJIS)
  - 3. National Crime Information Center (NCIC) telecommunication system
  - 4. National Law Enforcement Telecommunications System (NLETS)
  - 5. Department of Motor Vehicles (DMV)
  - 6. Oregon Law Enforcement Data System (LEDS)
- B. Information systems directly accessible to California law enforcement agencies, including:
  - 1. Wanted Person System (WPS)
  - 2. Domestic Violence Restraining Order System (DVROS)
  - 3. Supervised Release File (SRF)
  - 4. Missing/Unidentified Persons System (MUPS)
  - 5. Stolen Vehicle System (SVS)
  - 6. Automated Boat System (ABS)

7. Automated Firearm System (AFS)
  8. Automated Property System (APS)
  9. Automated Criminal History System (ACHS)
  10. Department of Motor Vehicles (DMV)
  11. Violent Crimes Information Network (VCIN)
  12. Western States Information Network (WSIN)
- C. State laws and policies for obtaining, verifying, and disseminating Telecommunication information, including:
1. Penal Code sections 502, 11075, 11105, 11142, 11143, 11179, 13150-13151, 13302, 13303 and 13304
  2. Government Code sections 6200, 6201 and 15153
- D. Requirements for maintaining records in law enforcement information systems, including:
1. Entry
  2. Update
  3. Cancel
  4. Clear
- E. Computer information systems, including:
1. Departmental
  2. Regional
  3. Specialized

### III. REQUIRED TESTS

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on law enforcement telecommunications.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #110**  
**RADIO TECHNOLOGY AND PROCEDURES**  
**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic understanding and working knowledge of radio technology and procedures.

**II. LEARNING OBJECTIVES**

- A. Monitoring and responding to radio transmissions from field personnel and other public services
- B. Monitoring and responding to telecommunications messages from local, state and federal agencies
- C. Monitoring, recording, coordinating and updating status of field units and incidents
- D. Providing requested information to law enforcement field units
- E. Broadcasting officer safety and/or mutual aid information (e.g., incidents in adjoining jurisdictions)
- F. Dispatching strategies, including:
  - 1. Geographic considerations
  - 2. Response time
  - 3. Available backup
  - 4. Agency policies
- G. Effective dispatching techniques and professional radio demeanor, including filtering and/or editing information
- H. Techniques for managing and prioritizing radio traffic
- I. Use of clear text and/or radio codes used by different agencies
- J. Types of calls that require more than one field unit

- K. Procedures for broadcasting to law enforcement personnel responding to potentially dangerous situations, including:
  - 1. Felony warrants
  - 2. Stolen vehicles
  - 3. Weapons
  - 4. Medical and fire
  - 5. Premise history
  - 6. Supplemental information
  - 7. Emergency traffic (“clearing the air”)
- L. Evaluating available information to determine what actions, personnel and resources are needed by field operations units
- M. Transmitting emergency bulletins by telecommunication links to allied agencies
- N. Circumstances requiring supervisor notification
- O. Policies, procedures and regulations that affect the dispatcher’s decision-making process
- P. Detecting, interpreting and responding to background voices and noises heard over the radio (e.g., gunshots, screaming, environmental sounds), including:
  - 1. Roll calls
  - 2. Backups/cover
- Q. Importance of clear voice projection, good diction and proper modulation in radio communications
- R. Radio techniques that allow the dispatcher to control the flow of conversation and elicit needed information
- S. Giving clear and accurate directions and instructions on the radio
- T. Officer safety considerations

U. Communication center radio equipment, including:

1. Components and their function
2. Technology (MDTs, radio systems, etc.)
3. Transmitting/receiving range
4. Documenting equipment malfunctions

V. FCC regulations

W. Audio recorders

X. Wireless technology, including:

1. Global Positioning Systems (GPS)
2. Tracking systems (e.g., PRONET, LOJACK)

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

A. The student will participate in an instructional activity that will reinforce the student's ability to effectively dispatch calls. The activity should provide the student with an opportunity to:

1. Prioritize pending calls
2. Dispatch calls based upon available units
3. Develop a strategy to handle pending calls for service
4. Deploy resources based on the plan

B. Given a work simulation activity, the student will dispatch a call for service regarding at least four of the following:

1. Crime in progress
2. Alarm call

3. Domestic violence/family disturbance
4. Fire incident
5. Medical incident
6. Traffic incident
7. Missing person

The student will dispatch the call(s) using proper radio procedure including: radio broadcasting rules, regulations and policy, radio codes, prioritizing radio traffic, maintaining officer safety, range of available field resources, keeping track of field units, status updates to field units, dispatching cover units, and broadcasting any additional (officer safety related) information.

#### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** on radio technology and procedures.

#### VI. ORIGINATION DATE

November 1, 1994

#### VII. REVISION DATES

January 1, 1999

July 1, 2002

## **PUBLIC SAFETY DISPATCHER COURSE**

### **SPECIFICATIONS FOR LEARNING DOMAIN #111 RESOURCES/REFERRAL SERVICES**

**July 1, 2002**

#### **I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a basic knowledge of the resources and services available to them.

#### **II. LEARNING OBJECTIVES**

- A. Available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books, maps, and street guides)
- B. Notifying or dispatching other public service resources to an emergency or call for service (e.g., fire, EMS, Public Works, and other law enforcement agencies, etc.)
- C. Types of local, state and federal referral and support agencies
- D. Map reading/geography
- E. The importance of familiarization with jurisdictional geographic characteristics, including:
  - 1. Street layouts
  - 2. Address numbering systems
  - 3. Public building locations
  - 4. Potential law enforcement problem locations
  - 5. Adjoining boundaries that may require notification of outside agencies
  - 6. Commonly used names for locations
- F. Troubleshooting unknown or unclear locations

#### **III. REQUIRED TESTS**

None

IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce their ability to read a map.

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on resources/referral services.

VI. ORIGINATION DATE

November 1, 1994

VII. REVISION DATES

January 1, 1999

July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #112**  
**CRITICAL INCIDENTS**  
**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, public safety dispatchers need a working knowledge of the dispatch procedures, roles, and resources available for critical incidents.

**II. LEARNING OBJECTIVES**

**A. Types of critical incidents in which the dispatcher will play a critical role, including:**

1. Natural disasters
  - a. Earthquakes
  - b. Severe weather
2. Explosions
3. HazMats
4. Transportation accidents
5. Evacuations
6. Fires
7. Terrorist activity/weapons of mass destruction

**B. Resource material available to guide the dispatcher through a critical incident, including:**

1. Call out lists
  - a. Automated computer notification programs
  - b. Pagers
  - c. Telephones

2. Disaster preparedness manuals
  3. Operational guidelines
  4. General orders
  5. Policy manuals
  6. *North American Response Guidebook* (DOT Hazmat)
  7. Maps
  8. Use of the media
- C. Emergency Operation Center, including:
1. Activation criteria
  2. Guidelines
- D. Public safety dispatcher's role in critical incidents, including:
1. Obtaining and disseminating critical information
  2. Screening each call carefully for new or additional information and documenting it
  3. Advising citizens of actions to take in hazardous situations or critical incidents (e.g., chemical spills, severe weather)
  4. Dispatching, deploying and tracking of units/resources
  5. Initiating internal and external call outs
  6. Maintaining flexibility
  7. Continually reviewing information received
  8. Reviewing of incident
- E. Components and procedures to activate the Standardized Emergency Management System (SEMS)
- F. Incidents impacting officer safety, including:
1. Hostage/barricaded situations

2. Suicide incidents
3. Bomb incidents
4. High-risk stops/contacts
5. SWAT call outs
6. Officer-involved shootings
7. Fatal incidents involving officers
8. Civil disturbances

G. Mutual aid, including:

1. Definition and purpose
2. Law enforcement mutual aid ladder
  - a. City police department
  - b. County “operational area”
  - c. Regional area (OES)
  - d. State (OES)
3. Use of other public service departments or agencies as resources
4. Mutual aid communication and equipment considerations
  - a. Commonality of language and codes
  - b. Radio inter-operability issues

H. Other resources, including:

1. FEMA
2. National Guard
3. Volunteers (e.g., Search & Rescue, amateur radio operators)

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

The student will participate in an instructional activity that will reinforce the student's understanding of the dispatcher procedures and roles associated with critical incidents, including:

1. Identify threats to safety
2. Prioritize appropriate field unit response
3. Deploy appropriate resources
4. Manage available resources based on incident priorities
5. Maintain flexibility
6. Document incident events
7. Incident review

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on critical incidents.

### VI. ORIGINATION DATE

November 1, 1994

### VII. REVISION DATES

January 1, 1999

July 1, 2002

**PUBLIC SAFETY DISPATCHER COURSE**  
**SPECIFICATIONS FOR LEARNING DOMAIN #113**  
**WELLNESS MANAGEMENT**  
**July 1, 2002**

**I. LEARNING NEED**

In order to effectively carry out their responsibilities, dispatchers need a basic knowledge of how to assess and maintain their mental and physical health and well being and to be aware of available resources.

**II. LEARNING OBJECTIVES**

A. Stress defined

B. Symptoms of stress, including:

1. Physiological responses
2. Cognitive responses
3. Emotional responses

C. Sources of stress, including:

1. Personal/family life
2. Work schedules
3. Balancing family and work issues
4. Callers and field units
5. Inter-departmental relationships
6. Training
7. Probation
8. Workplace environment
  - a. Ergonomics
  - b. Interaction with co-workers

- D. Acute and long-term effects of stress
- E. Techniques to promote wellness, including:
  - 1. Lifestyle
  - 2. Physical fitness
  - 3. Nutrition
- F. Resources
  - 1. Peer support/counseling
  - 2. Employee Assistance Programs (EAP)
  - 3. Critical Incident Stress Debriefing Teams (CISD)/Critical Incident Response Teams (CIRT)

### III. REQUIRED TESTS

None

### IV. REQUIRED INSTRUCTIONAL ACTIVITIES

Given a diagnostic instrument, questionnaire, personal inventory, or equivalent method, students will be afforded the opportunity to conduct a self assessment of their own wellness.

### V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on wellness management.

### VI. ORIGINATION DATE

November 1, 1994

### VII. REVISION DATES

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July 1, 2002